

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Logan High

Target Group: 10th grade attendance and resulting GPA for 2nd Trimester 2006-07

Target Group selection is based upon: Transition year is 10th grade at Logan High and is very pivotal

ABSTRACT

Attendance has become a very large issue for Logan High. We felt it important as counselors to try to discover a baseline to measure attendance and performance. It was important to us to see just how much attendance affected the actual grade of the class. This is all we looked at knowing that the intangibles of attendance are very hard to measure and could be the most important part of being with a teacher. We chose to look at the 10th grade for this large project. It involved 397 students and their 4 counselors looking at data created by SIS attendance reports. We felt it important to know this data so when conducting our SEOP's each year we could give actual data when discussing attendance. We also are involved in many attendance situations in responsive services as well.

PROJECT DESCRIPTION

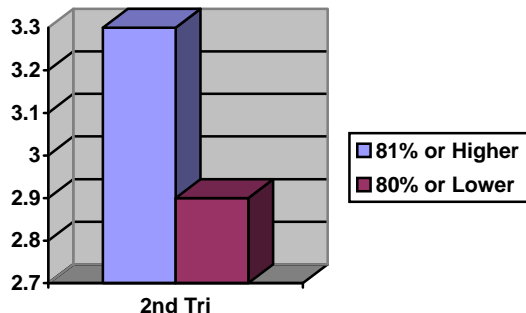
The participants included the 4 counselors at Logan High School, their registrar, administration, the attendance secretary and 397 10th graders.

The project was to simply look at the number of days a student is missing and then compare GPA's to other 10th graders students during that grading period which was during 2nd Trimester (Dec-Feb).

We of course needed attendance reports each week to update our data until we could look at grades. We decided not to look at progress reports because of the fluctuation in grading. We really intended to just look at the end result and that final grade that period that goes on their transcript. We decided to look at everyone at or under 80% attendance overall. We would then compare those grades to those that had an 81% or higher average attendance rate.

RESULTS

We, of course expected these results in the graph below but we were hoping the difference would be greater between the 2 levels.



DISCUSSION

Our goal was to be able to have information to give the faculty and of course to use in a SEOP setting as mentioned earlier. We are a bit surprised that the gap is not larger due to the fact that the below 80% range involves attendance rates was below 20% at times. This may imply that our grading criteria may not be weighted enough toward attendance and participation. With the various means to gain credit now available to Utah students we wanted to see a bigger difference for being with a live teacher. This will be good data for us to use in looking at the importance of putting more weight into attendance and participation.

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Logan High

Target Group: 9th graders in the “Freshman Block”

Target Group selection is based upon: Selected group of incoming freshman that we hoped to help academically

ABSTRACT

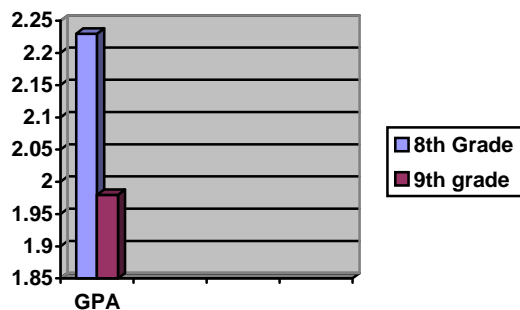
This is our third and final year of running the block program for freshman and will be our last year of studying the results. The Freshman Block involved hand-picking about 50 students coming in from our middle school to take all year long English, Math and Science courses with some of our best teachers. Since we are on a trimester system and our core classes are only 2 out of 3 trimesters we hoped this would really help with consistency in instruction. This action plan simply looks at GPA values from their middle school year compared to this their first year in Logan High.

PROJECT DESCRIPTION

We simply pulled their GPA from their final year at the middle school and compared it to their GPA as a Freshman here with us at the high school. We would hope to see improvement of a fairly big gap simply because we have loaded up the regular classes in those departments to be able to run this block with these teachers separated out.

RESULTS

As stated above we would have hoped that their GPA would have improved after being in our program specifically designed to help with grades and overall school skills.



DISCUSSION

Even though many students would say that they enjoyed the teachers and built some relationships with those teachers I think we learned that we needed a more nurturing approach that just grouping the students. A combination of the students getting worse behavior after spending time together seemed to override the teachers influence for the most part. It can be argued that the teachers attitude had a great deal to do with the performance of the class but that would be speculation at best. The system just never produced the results we were hoping for at the high school level where grades are such an issue.